

Keynote Presenter



Amy Nelson

Meet 'Quirky Kid' Amy Nelson, the creative force behind the award-winning children's book *Every Bunny Can Learn: A Tail of Inclusion*. With firsthand experience as an autistic professional and extensive expertise as a Play Therapist and Social Emotional Learning Coach/Consultant, Amy is dedicated to inspiring early childhood educators to LEAN IN, embracing neurodiversity and inclusion in the classroom. Her engaging storytelling and passion for helping children thrive make her a sought-after speaker at conferences and events nationwide. Learn more at www.emotionalmilestones.com

Keynote: The Journey of Joy

"Often when you think you're at the end of something, you're at the beginning of something else." – Fred Rogers

There is no denying that the pandemic has reshaped the education landscape across our country. But the journey is not over. In many ways, it is only the beginning. When we shift our primary focus from what is behind to what lies ahead, our journey opens with endless possibilities to find joy. Participants will rediscover the joy our colleagues and children bring to our work and lives in this invigorating keynote.

Conference Agenda at a Glance

Wednesday, February 26 | Pre-Conference

- 9:30 – 4:00 Pre-Conference Workshop
- 5:00 – 7:00 KDEC Board Meeting

Thursday, February 27 | Agenda

- 7:00 – 7:45 Registration and Breakfast
- 7:30 – 5:30 Exhibits
- 7:45 – 8:00 Welcome and Opening Remarks
- 8:00 – 9:30 Keynote Speaker
- 9:30 – 9:45 Break
- 9:45 – 11:15 Breakout Session **Block A**
- 11:15 – 11:45 KDEC Board Meeting and Poster Session
- 11:45 – 12:45 Lunch and Awards
- 12:45 – 1:15 Poster Sessions and Exhibits
- 1:30 – 3:00 Breakout Session **Block B**
- 3:00 – 3:15 Break
- 3:15 – 4:45 Breakout Session **Block C**

Friday, February 28 | Agenda

- 7:00 – 7:45 Registration and Breakfast
- 7:45 – 9:15 Breakout Session **Block D**
- 9:15 – 9:25 Break
- 9:25 – 10:55 Breakout Session **Block E**
- 10:55 – 11:05 Break
- 11:05 – 12:35 Breakout Session **Block F**
- 12:35 Conference Adjourns

TENTATIVE AGENDA

Thursday, February 27, 2025

7:00 - 7:45 **Registration and Breakfast**

7:45 - 8:00 **Welcome and Opening Remarks**

8:00 - 9:30 **Keynote: The Journey of Joy**

Amy Nelson

9:45 - 11:15 **Breakout Session Block A**

An Introduction to HOPE: Healthy Outcomes from Positive Experiences

We understand the lasting effects of Adverse Childhood Experiences (ACEs), but the question is: What can we do to promote resilience? The HOPE (Healthy Outcomes from Positive Experiences) framework provides a strength-based approach to supporting all children, including those with developmental disabilities, in their growth into healthy, resilient adults.

Dana Book

Our Story: Found a Spark in Structured Literacy Curricular Supports

Engage in our storytelling of "sparking" preschoolers' literacy development by targeting DEC environmental and instructional practices. Specifically, we'll share (a) how we embedded structured literacy practices in play, read alouds, and small groups to provide contextually-relevant, oral language experiences. We'll share (b) how we considered current research relevant to phonemic awareness and letter learning with intentional, explicit practice. Thirdly, we'll share (c) how collaborative coaching facilitated educator interactions to continually foster inclusive learning environments.

Gayla Lohfink
Sarah Gere

Motor Development in the First Year: A Moving Child is a Learning Child

Overview of motor development and reflex integration in the first year of life to set up a better understanding of how movement begins, is sequential and creates learning, for EI professionals, Childcare providers, parents. Our Intent is to have all participants leave with a better understanding of how movement impacts all areas of development.

Alex Young
Lori Haefele

Objectives

1. Increased understanding of motor development and reflex integration during first year and importance of tummy time
2. Understanding the impact on use/overuse of baby containers on development (motor, social, sensory, etc)
3. Identify floor play positions/activities for infants 0-12 months and alternative equipment
4. Understand and apply daily guidelines for tummy time and equipment use limits in everyday routines.
5. Identify our role as caregivers/therapists/teachers in promoting education, awareness and intervention in prevention and correction of delayed motor skills impacted by overuse of containers and lack of tummy time play.

Neurodivergent Play! A Different Way

To support neurodivergent children, we must recognize that different brains need different approaches! Diverse needs necessitate implementing various strategies, sensory supports, and environmental modifications. This workshop will teach you how to understand better, appreciate, and support neurodivergent play.

Amy Nelson

Just Seven Skills, Songs, Stories, and Strategies to Support Essential Learning

"Just Seven Skills" is a framework developed by Dr. Anne Meeker Watson, music therapist and early interventionist, that distills learning outcomes to a scope and sequence that includes seven key social-emotional skills across the ages and stages of a young child's life. "Just Seven Skills" allows an early childhood professional to teach deeply and provides age-appropriate strategies and materials for teaching every skill to every child as they grow. Teachers utilize engaging picture books, fun songs, and play-filled learning activities across the day, providing opportunities to master the content and skills. By pairing the preferred activities of young children "music, books, play" with natural opportunities to teach skills across the day, teachers can add JOY and intentional teaching of foundational social-emotional skills and enhance their relationships with children.

**Anne Meeker
Watson**

Lights, Camera, Action! Using Video to Enhance Parent Engagement in Early Intervention Visits

This session will explore using short, in-the-moment video segments with parents to enhance their participation in coaching visits with early intervention providers. Participants will pair up to practice using coaching questions while watching a video with "parents".

Participants will:

1. Review the components of coaching during home visits with families.
2. Learn the basics of making a simple video using the families or their own cell phone.
3. Engage in role-play to practice coaching conversations while watching video with another participant.

Barbara Kramer

Cultural Adaptations in Caregiver-Mediated Behavior Supports

This session will examine cultural adaptations in caregiver-mediated interventions for young children at risk for developmental disabilities, emphasizing the importance of culturally responsive practices, particularly for Latino/Hispanic families. The session highlights the need for increased research on implementing evidence-based methods in culturally adapted interventions, and suggests utilizing mixed-methods and qualitative designs to understand caregiver needs, ultimately aiming to improve the quality of care and support for families.

Ana Martinez

Research to Practice: Evidence-based Practices to Promote the Play of Young Children with Autism

This session will provide information on the play of young children with autism. Evidence-based practices identified in the professional literature and research studies will be discussed as they relate to the classroom.

Michael Rettig

11:15 - 11:45

KDEC Board Meeting and Poster Session

11:45 - 12:45 **Lunch and Awards**

12:45 - 1:15 **Poster Session**

1:15 - 1:30 **Break**

1:30 - 3:00 **Breakout Session Block B**

From Awareness to Action: An Intersectional Approach to Preventing Child Abuse & Neglect and Addressing Inequities to Access of Resources

By focusing on primary prevention strategies, this training will bring awareness to those who work in early childhood, with developmentally delayed or disabled children, and who interact with families from diverse backgrounds. Through individual and agency-wide equity awareness, emphasizing protective factors, and promoting

**Adrienne Ralton,
Valeria Adame**

access to appropriate resources, we can help alleviate the risks of child abuse and neglect for those with intersectional experiences and backgrounds.

Using the ASQ Screeners to Effectively Engage with Families

**Stacy Clarke,
Tabatha
Rosproy**

Create the Spark: Universal Screening and Pre-K Classrooms

Universal screening is a necessity in our pre-k classrooms to help determine your student's strengths and weaknesses. This session will define the importance of universal screening and give you the nuts and bolts to set up and carry out this process in your pre-kindergarten program through formal screening as well as play-based activities.

Becky Lanier

The Playful Way! Strategies to Build Self-Regulation

To support the development of self-regulation in young children, educators need to understand the science behind how these skills develop. In this training, educators will learn about the benefits of play and how it contributes to the development of self-regulation. Participants will have an opportunity to practice play based strategies to promote the development of self-regulation with the children in their care.

Amy Nelson

Coaching in Early Childhood...WAIT...That's NOT Coaching!!!

Coaching in Early Childhood...WAIT...That's NOT Coaching!!!

Join Drs. James and Shelden in a discussion that explores MISperceptions, MISunderstandings, and MIStakes regarding the implementation of coaching with fidelity in and across early childhood settings. The purpose of this coaching review is to inspire all practitioners and service coordinators to self-reflect, get off our butts, increase our dosage, and coach with fidelity!!!

Following this presentation, participants will:

1. Understand the difference between coaching and couching;
2. Bust the myth of the adequacy of monthly/bimonthly visits; and
3. Articulate that coaching with fidelity is hands-on, active, and ensures children and families are ready for preschool and Kindergarten.

**M'Lisa Shelden,
Jennifer James**

What's Happening in the Division for Early Childhood?

Join DEC's Executive Director for an overview of DEC's recent initiatives and resources! DEC has a new vision, mission, and racial equity point of view serving as a theory of change for the work of DEC and the field of early intervention/early childhood. Join our discussion to share with us and learn from others about how you can be part of the movement to assure inclusion, equity, and belonging for children 0-8 and their families.

Peggy Kemp

The Realities of Inclusive Pre-K Classrooms 2.0

Everyone agrees inclusive preschool classrooms are the goal, but how to get there and stay there can be tough. This session will use real-life examples to talk through solutions and a little humor to keep working in the right direction.

**Monica Murnan,
Rebekah Helget,
Andrea Scott**

"Today's ABA"—The Transformation from Compliance to Compassion

The field of ABA has historically been known to focus on compliance or control. "Today's ABA" is a phrase coined by researcher Dr. Gregory Hanley. He and many progressives in the field of ABA have listened to autistic advocates and expanded their research base to devote efforts to providing compassionate and trauma-informed care with a focus on building connection and honoring autonomy and assent. This session will describe ABA services that are provided in natural environments by one ABA program in Kansas, and will examine ways to enhance

Anna Nippert

partnerships between ABA programs and childcare, preschools, Part C, Part B, and K-12 programs for positive outcomes for children and families.

3:00 - 3:15

Break

3:15 - 4:45

Breakout Session Block C

Child Abuse and Neglect: Recognition, Reporting, and Supporting Families

Professionals who work with children, including childcare providers, social workers, nurses, educators and others, are mandated reporters and are required to make a report when they have a reason to suspect child abuse or neglect. This training addresses areas of risk and protective factors, definitions and common indicators of child abuse including shaken baby syndrome, and considerations for distinguishing poverty from neglect. Participants will also learn what to do in the event of a disclosure, how to make a report, what happens after a report is made, and thinking through roles as not just a mandated reporter but also as a supporter of families and how we can support a family before a situation rises to the level of needing a hotline report.

**Adrianne
Ralston, Valeria
Adame**

Cortical/Cerebral Visual Impairment (CVI): Visual Characteristics Across the Stages

This presentation provides awareness to early childhood providers to help with early identification and intervention. It aims to give knowledge of risk factors for Cortical/Cerebral Visual Impairment (CVI), to sharpen attendees' knowledge of observable visual characteristics and to increase understanding of CVI stages and a few interventions tailored to the stages whether in home, childcare or school setting.

**Heather
Pederson, De
McDougald,
Tammy Warford**

NDBI's and Autism: Implementation in Natural and Early Education Settings

Naturalistic Developmental Behavioral Interventions (NDBIs) represent the merging of applied behavioral and developmental sciences and can effectively be implemented by practitioners and educators in the child's natural environment, home, or early education setting. NDBI's are especially suited for the toddler with or suspected of autism.

**Renee Hoffman,
Michelle
Campbell**

In this introduction to NDBI the session attendee will learn how NDBI's have emerged from the science of Applied Behavior Analysis (ABA), and how NDBI's differ from general age- appropriate teaching and therapeutic approaches.

Accessible Play: How to Support All Children in Play

Play is an important part of a child's life. It is how they learn about the world around them, how to use their bodies to interact with the world and develop skills they will need for school, work and relationships. We will address strategies and ideas to help therapists provide all children, regardless of their developmental needs, access to play. Both high- and low-tech strategies will be introduced. In addition, there will be an opportunity for a "Make and Take" tool to help a child have access to play.

**Carrie
Grosdidier,
Katie Hoelting**

Primary Service Provider Teaming in Early Childhood... WAIT... That's NOT PSP Teaming!!!

Join Drs. Shelden and James in a discussion that explores common MISperceptions, MISunderstandings, and MISTakes regarding the implementation of PSP Teaming with fidelity in and across early childhood settings. The purpose of this review of evidence-based PSP Teaming characteristics and implementation conditions is to inspire all early childhood teams using a primary service provider teaming approach to self-reflect as individuals and teams and honestly consider how what is being implemented matches fidelity to practice.

**M'Lisa Shelden,
Jennifer James**

Following this presentation, participants will:

1. Compare and contrast individual/team implementation to evidence-based intervention of PSP Teaming practices;
2. Bust the myth of the adequacy of monthly/bimonthly visits;
3. Debunk the delusion that it doesn't matter what discipline serves as the PSP;

4. Expose and discuss practices that exclude families from the decision who serves as their PSP.

Early Intervention/Early Childhood Special Education Standards – What Should We All Know and Be Able to Do?

Join us to learn more about the 2020 Early Intervention/Early Childhood Special Education Standards and what they mean for your work. The standards are designed to support preservice programs for educators. They are also designed to serve as a guide for professional development, research, and policy. The standards support family leaders in understanding what families can expect from our services.

Peggy Kemp

Improving Inclusive Practices in All Preschool Classrooms

High quality preschool programs benefit all children. Navigating evidence based practices and early childhood least restrictive environments for young children with developmental delays can be a challenge, especially in different preschool program configurations. Regardless of your classroom type, inclusive services can be provided. This session focuses on why inclusion matters for all kids, discusses how to identify high quality characteristics in your program, and provides real examples of inclusive practices from Kansas preschools.

**Lina Kisner,
Val Shober,
Vera Stroup-
Reniter**

Introduction to the Kansas Early Learning Standards

Delve into the foundational principles and practical applications of the Kansas Early Learning Standards (KELS) 4th Edition by the Kansas Department of Education. Explore the purpose of the KELS, providing educators with a comprehensive understanding of its significance in early childhood development. Participants will explore the essential components of KELS and gain insights into its roles in fostering holistic growth in young learners.

Objectives:

- 1) Explain the purpose of the Kansas Early Learning Standards (KELS).
- 2) Illustrate how to apply the Kansas Early Learning standards to their daily work.

**Stephanie
Wiggins**

4:45

Adjourn

Friday, February 28, 2025

7:00 - 7:45

Registration and Breakfast

*Lobby & Pre-
Function Space*

7:45 - 9:15

Breakout Session Block D

Missing Pieces: Addressing Overlooked Language Needs in DHH Children

This session focuses on how to identify and target areas of need in the language skills of deaf and hard of hearing (DHH) children in American Sign Language (ASL) and spoken English. We identify common areas of need in young DHH children from a longitudinal, population-based sample. Then we discuss how such areas can be addressed through evidence-based intervention strategies. Case examples with videos are presented to prepare attendees for application within their work settings.

**Twila Latini,
Nicole Chow**

Educate & Elevate: Building Critical Thinkers in Urban Pre-K Settings

In urban PreK settings, many children enter kindergarten unprepared, trapped in rote learning that stifles creativity and critical thinking. By focusing on understanding and curiosity instead of memorization, we can equip young learners with the critical thinking skills they need for future success, ensuring every child becomes a creative, independent thinker.

**Melody Brooks
Johnson**

Peer Modeling: Supporting Assistive Technology and Social Inclusion at Home and School

This presentation will look at the role of peer modeling in promoting the use of assistive technology (AT) while increasing social inclusion in both homes and schools. By using the natural reinforcement of peers, children have the potential to demonstrate more acceptance and use of AT. Involving peers in AT usage not only facilitates their growth but also fosters a sense of inclusivity and belonging.

**Abby Azeltine,
Cassie Ramon**

Smooth and Effective Transitions from Part C to Part B

Representatives from KDHE and KSDE will share the requirements and best practices for ensuring that families experience smooth and effective transitions. Attendees will leave with a better understanding of the requirements Part C services, transition conferences, Part B services, and other services in which a child may transition. Bring you specific questions and clarifications will be provided.

**Tricia Waggoner
Vera Stroup-
Rentier,
Tammy Wallin,
Stacy Clarke**

EC Advocacy Every Day, Everyone, Everywhere!

The EI/ECSE Standards (0-8) call upon each of us to exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making. What does this mean for you? Join us as we discuss advocacy at the individual, program, state, and federal level. We will share resources to support your own advocacy efforts as well as "how to's" on engaging colleagues, families, and other persons with lived experience in the work we do.

Peggy Kemp

Voices Unlocked: Enhancing Early Communication with AAC

This presentation will highlight the importance of collaboration among agencies to support the transition and ongoing use of Augmentative and Alternative Communication (AAC) for young children. Participants will explore assessment tools for evaluating AAC needs and gain insights into effective funding strategies and device selection. By understanding these elements, attendees will be better prepared to identify children's unique communication requirements and assist families in accessing necessary resources.

Consulate 1

**Bethanee Pasek,
Remington Clark,
Marcy Reed**

Using Responsivity to Increase Social Initiations within Play

During this session, we will review the findings of our single-case design studies, which assessed the effectiveness of a responsivity-based play intervention in enhancing the social initiations of young children. In addition to discussing these findings, the presenters will provide insights into tools and strategies for establishing a responsive play environment when working with young children with and without disabilities.

**Paige Eyler,
Youme Kim**

Hope Starts with a Plan: A Family and Caregiver's Experience in Early Intervention

Infant Toddler Services of Kansas is doing important, powerful work for the youngest residents of our state. Early intervention can make a tremendous impact on children and their futures. We coach and support families and caregivers with in-home visits and individualized services for the child. We listen to the caregivers and build a partnership with them, focusing on increasing their confidence and competence so they learn how to best help their child. During this presentation, we will hear from families and early childcare providers about their experience with early intervention services and how we can help build brighter futures together.

**Monica Ross,
Susan Harsh**

9:15 - 9:25

Break

9:25 - 10:55

Breakout Session Block E

Decisions, Decisions! Guidance on Selecting EBPs for Children with Autism

Selecting evidence-based practices (EBPs) to teach young children can be challenging. This presentation will include a step-by-step process that helps guide educators through which practices can be useful for them when designing individualized instruction for children with autism in their natural environments. Presenters will walk through a guide modified from the National Professional Development Center on Autism informed by educators considering the skill, strategies, context, team capacity, and most importantly, the unique child!

**Maria Hugh,
Andrea Nelson,
Erin Lawrence**

How Much is Enough? Determining "Dosage" for Early Intervention Services

"Dosage" in early intervention can feel overwhelming and elusive for providers and families. We know the importance of meeting the needs of each individual child and family. We also know the impact early intervention services can have, but what does that really mean? What does the research say? How can professionals and families work together to identify this? This session will walk through the factors that support families and professionals better understand and determine the "dosage" of services needed to support the impact we are all looking for.

Tammy Wallin

Powerful Play: Setting the Groundwork in Early Infancy through Body and Mind

Newborns enter the world with a brain ready for anything. All infants are then given unique caregivers and natural environments with varying responsive caregiving, communication opportunities, and opportunities to move and explore. Educators and caregivers have such a powerful role in shaping brains and supporting healthy development of the whole child. Using sensory integration to stimulate and explore along with tools to guide milestones, all roles in the infants life can set the foundation for lifelong learning.

**Kim Chaussee,
Gayle Anderson**

Early Intervention and Infant Reflexes: What to Expect

The term "infant reflexes" is commonly used when talking about early childhood and the movements our babies make when they're first born. In this presentation, we aim to share information on common reflexes present both at birth and acquired in early childhood, as well as when to expect these reflexes to transition into volitional movements. Participants will gain knowledge about the research related to reflexes, objectively discern which reflex is being demonstrated, how to facilitate and inhibit these reflexes so that a child can participate in their daily routines, and when to intervene if there are concerns about reflexes being present or absent at inappropriate times in the under three population.

**Katie Hoelting,
Isabel Reedy**

Introduction to Neurodiversity Affirming Practices

What does it mean to use Neurodiversity Affirming Practices in our professional and personal lives. We will discuss the impact and importance of understanding and using Neurodiversity Affirming Practices with the children and families we serve.

Objectives:

1. Participants will discuss the Neurodiversity Movement
2. Participants will practice strength based language when talking and writing about neurodivergent people.
3. Participants will identify strategies to increase their neurodiversity affirming practices with the families they serve and within their personal and professional communities.

**Nadine Devlin,
Stacy Pate**

Inclusive Therapy Services: Where Do We Start?

School based practitioners agree that a clinic nestled inside of the school is not in the best interest of students' education. As practitioners we ask ourselves, how do we bridge the gap between pull-out model of services and the integrated

**Audrey Garcia,
Ryleigh Williams,
Leah Fisher**

inclusion services that address students' needs where they need our assistance most? Together we explore how administrators, general education, special education, and related service providers can collaborate to help students reach their academic goals in their natural learning environment.

Early Intervention Professional Identity: Implications for Recruitment

This session will explore findings from recent studies of early childhood care and education professionals and early intervention special instruction providers to explore the need for development of a shared professional identity. Who are EI providers within our mixed-delivery system? Through interactive dialogue and small group discussion we will explore professional identify, preparation and career pathways, and implications for recruitment.

**Stephanie Parks,
Jennifer Francois,
Bronwyn Fees,
Clarissa Corkins**

Improving Teacher-Student Relationships for Young Children with Behavioral Support Needs

We know close teacher child relationships (TCRs) are critical components of high quality, joyous, and effective classrooms—but how do you do it? This presentation will review evidence for improving TCRs; and attendees will learn to implement the Banking Time intervention, a tangible strategy for improving TCRs. Attendees will have a chance to practice implementing Banking Time, so they can implement this strategy in their classroom immediately.

**Kelsey Smith,
Kyla Cisnero,
Grace Reeder,
Junyuan Zhou**

10:55 – 11:05 Break

11:05 - 12:35 Breakout Session Block F

Meeting Community-Based Program Needs to Include Children with Disabilities

Learning from partnerships with Kansas community sites, we'll present ideas and strategies for facilitating inclusive special education service provision within community-based programs for young children with disabilities. Through active engagement, participants will; 1) reflect on community needs in their area, 2) consider community-identified strategies for facilitating inclusive service provision in community sites, 3) identify one future direction or question for their area in improving access for partnerships between special education services and community-based programs.

**Maria Hugh,
Andrea Nelson,
Erin Lawrence**

Igniting Partnerships Between Providers for Infant, Toddler, and Child Care

During our time together we will explore the potential each of us has to work toward a common goal of supporting the children in our care. We will use the framework developed by the Family Infant Preschool Program for providing Early Intervention in Child Care Settings and receiving Early Intervention Supports in Child Care Settings.

Jenny Brase

Gestalt Language Processing

This session provides an overview of gestalt language processing and the Natural Language Acquisition (NLA) framework (Blanc, 2012) that supports children as they move from echolalia towards self-generated, original language. At the conclusion of the course, participants will describe the 6 stages of NLA, identify treatment strategies, derive a plan to collaborate with others, and explain how the principles can be implemented with children using augmentative and alternative communication.

**Amy Cook,
Hannah O'Rear,
Jana Moreno**

Spark by Focusing on Student Strengths: Outcomes Web System Review

The Outcomes Web System (OWS) is a requirement for all Part B students on IEP in our preschool settings. This session will review the OWS database and how to do entries that focus on student strengths. These ratings are used by both the state and the Office of Special Education Programs to determine if districts are progressing toward the preschool indicators number six, seven and twelve. This

Becky Lanier

nuts and bolts training will give you the essentials needed to complete these ratings.

The Role and Impact of Reflexes on Development

Multimedia Room

Lisa Berry

The purpose and scope of this session is to bring awareness to reflexes and their importance in physical, emotional and social development. The attendees will begin to learn about the impact of retained (non-integrated) reflexes and how to detect retained reflexes birth to five.

Educational Objectives:

1. Attendees will learn why reflexes have a significant impact on development
2. Attendees will be able to identify the developmental areas that reflexes effect
3. Attendees will be able to identify 1-2 reflexes and how to observe if the reflex is integrated or retained

Attendees will learn techniques to promote reflex repatterning and integration to support overall development.

Healthy Smiles, Bright Futures: Promoting Oral Health for Children with Disabilities in Early Childhood Settings

Kathy Hunt

This session will equip early childhood educators with strategies to support the oral health of children with disabilities. Participants will learn to integrate oral care into routines, overcome barriers, and collaborate with dental professionals. The session includes practical tips, real-life examples, and adaptations for children with diverse needs, helping educators create an inclusive, oral health-friendly environment. Attendees will leave with tools to promote positive oral health outcomes and brighter futures for all children.

Learning Objectives:

1. Understand the connection between oral health and overall well-being for children with disabilities.
2. Learn practical strategies for incorporating oral health into daily routines in early childhood settings.
3. Explore adaptive tools and techniques that make oral care accessible for children with varying needs.
4. Discover available resources and support for educators and families to promote oral health.
5. Develop strategies for collaborating with dental professionals to ensure comprehensive care.

12:35

Adjourn